DOCUMENT RESUME

ED 265 010 RC 015 593

TITLE	Serving the Rural Adult: Proceedings of Four 1985 Regional Conferences (Lexington, Kentucky, February 17-19; Logan, Utah, March 10-12; Sioux Falls, South Dakota, April 22-24; Skytop, Pennsylvania, May 5-7).
INSTITUTION	Kansas State Univ., Manhattan. University for Man.
SPONS AGENCY	Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE	85
NOTE	13p.
AVAILABLE FROM	Jacqueline D. Spears, Action Agenda Project, 1221 Thurston, Manhattan, KS 66502 ($2.50).
PUB TYPE	Collected Works - Conference Proceedings (021) -- Information Analyses (070)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Access to Education; *Adult Education; Conferences; Delivery Systems; Economic Development; *Educational Cooperation; Educational Development; *Models; *Postsecondary Education; Program Design; Rural Development
IDENTIFIERS	*Action Agenda Project

ABSTRACT

Based on four regional conferences organized by the Action Agenda Project on the theme of "Serving the Rural Adult," these proceedings examine the similarities and differences the diverse participants contributed to the discussion of rural adult education; the successes and concerns expressed in finances and funding, policy, models, and economic development; and a shared agenda for future action. Common themes identified are: the empowerment offered by education to enable rural adults to gain control over their lives; the need for collaboration/cooperation among those serving rural areas; the traditional barriers of isolation, lack of rural self-respect, and resignation with which rural people accept inferior services which block efforts at building effective power bases. Conference participants shared a variety of models, from programs in entrepreneurship to school-based economic enterprises and from small business development centers to community-wide efforts at economic development. Characteristics shared by successful programs are community support, recognition of and respect for cultural differences, and respect for adult autonomy. The action agenda for extending educational opportunities to rural adults suggests four steps: forming partnerships; disseminating information; influencing community, state, and institutional policy; and establishing a formal organization to link postsecondary educational providers. Participating organizations and national and regional steering committee members are identified. (NEC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED265010

Proceedings 1985

Serving the Rural Adult:

Four Regional Conferences

February 17–19
Lexington, Kentucky

March 10–12
Logan, Utah

April 22–24
Sioux Falls, South Dakota

May 5–7
Skytop, Pennsylvania

The Action Agenda for Rural Adult Postsecondary Education

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Jacqueline D. Spears

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

RC015593

ACTION AGENDA

This publication was made possible, in part, by a grant from the Fund for the Improvement of Postsecondary Education, U.S. Department of Education. Its contents do not necessarily reflect the views of the Fund.

Serving the Rural Adult

Proceedings 1985

Making history as the first ever regional conferences on rural adult postsecondary education, "Serving the Rural Adult" traces its origins back to another history-making conference—"The National Invitational Meeting on Rural Postsecondary Education" held June 29–July 1, 1981 in Kansas City. Known as the Kansas City Initiative, this conference sought to bring definition to the field of rural adult postsecondary education. A Rural Postsecondary Action Agenda, endorsed in Kansas City, serves as the blueprint for continued work by a consortium of three continuing education programs (Western Montana State College, Kansas State University, and the University of Minnesota–Morris) and the Western Interstate Commission on Higher Education. Known collectively as the Action Agenda Project, this consortium received funding from FIPSE in 1984 to: (1) establish a network among providers serving rural areas; (2) advocate rural issues among professional organizations, funding agencies, and state and federal legislatures; and (3) disseminate information on rural adults, model programs, private funding resources, and consultants. The regional conferences summarized in these proceedings were a part of their efforts.

Serving the Rural Adult

by Jacqueline D. Spears

Iowa Cooperative Extension, Erie County Libraries, Northern Nevada Community College, W. K. Kellogg Foundation. What do these groups have in common? Certainly not history! Some have existed for decades; others are but a few years old. Certainly not geography—each hangs its hat in a different part of the United States. Certainly not programs—some are funding agencies, some are educational institutions, some are associations, some are community development corporations, some are research centers, some are grassroots organizations. What these groups share and what motivated each to attend one of four regional meetings held this past year was concern for the rural adult—concern with serving the educational needs of a segment of America historically shortchanged.

"Serving the Rural Adult" was the theme of four regional conferences organized by the Action Agenda Project and supported, in part, by the Fund for the Improvement of Postsecondary Education (FIPSE). The first, held February 17–19 at the Campbell House in Lexington, Kentucky, attracted more than 60 professionals from surrounding states. For most, the Appalachian nightmare of poverty and isolation spoke earnestly of a need for education that empowers—that enables rural adults to gain a measure of control over their lives. Utah State University hosted the Western Regional Conference, March 10–12. Dubbed the "Tossed Salad Conference," participants celebrated the diversity of cultures they serve and explored the need to respect that diversity in the programs they develop. The vastness of the Great Plains seemed somehow to mirror the depths of the farm crisis as Mid-Westerners gathered in Sioux Falls, South Dakota, April 22–24. Offering no simple answers, educators quietly reached out—hoping to heal the wounds and hasten the recovery of a battered segment of rural America. Skytop Lodge in Skytop, Pennsylvania proved a gracious host to our final conference May 5–7. Eastern participants shared diverse problems—from the need to control the influx of industry in rural New England to problems of long-standing poverty and isolation in parts of upstate New York.

All in all, some 200 professionals from nearly an equal number of different organizations and institutions shared their successes and their failures, their hopes and their fears, their dreams and their realities in serving rural America. These proceedings will examine: (1) the similarities and differences these diverse organizations bring to any discussion of rural adult education; (2) the successes and concerns expressed in finances and funding, policy, models, and economic development; and (3) a shared agenda for future action.

Images of Rural Adult Education

Roughly categorized, the more than 200 providers who took part in the four regional conferences can be reduced to maybe 16 to 18 groups. Some are formal; others are informal. Some have existed long enough to become institutions; others have emerged in response to recent crises. Some are external to the communities they serve and hence vulnerable to outside pressures. Others are internal to their communities—vulnerable to the myopic vision imposed by isolation. Some seek to enhance the individual; others seek to enhance the community. In the face of such diversity, it seems hardly surprising that multiple viewpoints emerge.

In a sense each provider sees rural America through a different lens. Seen through the lens of cooperative extension and community development corporations, rural adults need the knowledge required to create an economic base and provide basic services required to sustain a community. Seen through the lens of colleges and universities, rural adults offer a new market to help compensate for declining enrollments. Seen through the lens offered by the public schools, rural adults are a generation of Americans shortchanged—a generation whose lack of basic skills inhibits their own and their children's development. Seen through the lens of grassroots organizations, rural adults articulate interests and needs that remain unmet or misunderstood by traditional educational organizations. Seen through the lens of supporters of the lifelong learning movement, rural adults are a segment of the population isolated by virtue of distance or topography from the educational services they will continue to demand throughout their lives.

Multiple images create some fuzziness, some ambiguities regarding whose interests are to be served, what unit to consider in evaluating need, and what criteria to use in judging educational quality. In the wake of the urban exodus that occurred in the 1970s, educational providers often waver between concerns for preserving rural lifestyles and desires to respond to the needs of the urban out-migrants. While empowerment is the common goal, "For whom?" becomes the central issue. Related to this is an ambiguity regarding the unit of analysis. Whose needs are to be served—the individual's, the community's, or rural America's? The unit of analysis chosen affects the needs identified and the models selected. Finally, issues of quality become increasingly complex. What do accreditation and degree-granting goals have to say to the pressing needs for rural improvement? In some rural communities, those most credentialed are those most distrusted.

Despite the fuzziness, moments of clarity did emerge. Time and again providers who had never before encountered one another at a professional conference found themselves describing a common image.

What form does this image take? It's an image that education must be for empowerment—to enable the rural adult to gain control over his or her life or the rural community to gain control over its future. It's an image shaped by respect for rural integrity. Those most successful in serving rural needs agree upon the need to work through rural communities, encouraging learner involvement at each stage of development. It's an image that acknowledges the dispersed power base from with each acts. Traditional barriers of isolation, of the lack of rural self-respect, of the resignation with which rural people accept the inferior services delivered to them continue to block efforts at building an effective power base. And finally, it's an image dominated by the need for collaboration and cooperation among those serving rural areas.

Successes and Concerns

What of rural adult education? Can we make sense of the issues facing this potpourri of educators and the ingredients for success in serving rural areas? Conference participants were invited to explore both their successes and their concerns in a series of small group discussions. Much of what was shared can be described under the headings: (1) finances and funding, (2) policy, (3) models, and (4) economic development.

Finances and Funding

Limited financial resources top nearly everyone's list as a major concern they face in serving rural areas. For all, the increased costs associated with delivering services to rural areas was a familiar concern. Educators from traditional institutions spoke of the complex maze of federal, state, institutional, local, and student aid sources that must be combined to support services to rural areas. Grassroots and community organizers spoke of the need for increased foundation support of their programs, many of which are ineligible for tax dollars. All spoke of the need for stable and adequate sources of funding.

Many of the concerns in traditional educational institutions can be lumped into three categories: (1) the enrollment-driven model by which educational programs are funded, (2) the stand-alone model within which most adult education and outreach efforts must operate, and (3) the extent to which student-aid is focused on the attendance patterns of 18- to 22-year-olds.

Most state funds are allocated to institutions and institutional funds to programs on a per student-credit-hour basis. This allocation procedure is urban-biased, motivating institutions to offer services in urban areas where the applicant pool is large and the costs are relatively small. This is exacerbated by state or institutional policies that require adult education or outreach efforts be self-supporting. Urban adults may have up to 50% of their costs covered by tax dollars while their rural counterparts foot the entire bill.

Rural and urban adults alike face the inequity of student-aid programs biased toward the 18- to 22-year-old. The National Commission on Higher Education and the Adult Learner has been actively addressing this issue, recommending that part-time learners be afforded eligibility for financial aid. Rural educators, in turn, speak of the need for financial aid that is more responsive to the diversity of educational goals and providers found in rural areas.

Programs that are ineligible for tax dollars often turn to private foundations for financial support. With the caveat that foundation dollars are at best a fraction of the dollars made available by taxes and individual giving, Martha Butt of the Northwest Area Foundation explored the relative success of rural adult education in securing foundation support. Among all grants awarded in education, adult education received only 0.5% of the funds. Among all grants awarded in rural development, education and welfare accounted for only 0.4% of the funds. The barriers rural programs face are that rural grants are often more expensive to monitor, riskier to count on surviving once foundation dollars are exhausted, and offer "less bang for the buck." The urban bias surfaces once more!

Conference participants and foundation representatives explored some of the tensions that invariably exist between funder and applicant. Foundation representatives spoke of the need for programs to be innovative in order to be competitive. Practitioners spoke earnestly of how artificial it felt to package the basic services rural areas most desperately need into some kind of innovative exterior. Foundation representatives spoke of the need for projects that addressed the basic causes of problems. Practitioners shared the frustrations of trying—in a two or three year project—to even begin to address the causes of rural poverty and ignorance, problems that have in some regions persisted for centuries. While the tensions remain unresolved, foundation representatives were sensitive to the issues raised and anxious for rural projects to gain higher visibility in the foundation world.

Policy

Ultimately, policy issues are tied to outcomes in financing and funding. State and institutional policies that lead to a volume-driven model for resource allocation or which require that outreach efforts be self-supporting restrict the programs available to rural adults. Federal policies that restrict student financial aid to the attendance patterns of 18- to 22-year-olds exclude adults—urban or rural—from gaining equal access to programs. Other policy issues did emerge, however. Conference participants identified federal, state, and institutional policies of concern.

Most participants found it difficult to discuss federal policy—partly because they believe education to be a responsibility of the state and partly because they

see the federal government withdrawing from so many arenas. However, two issues consistently surfaced—issues related to equity and rural policy.

While the courts have not always agreed as to whether education is a right guaranteed in the Constitution, the federal government has nonetheless assumed leadership in extending educational equity to minorities. As the federal government withdraws from this arena, conference participants expressed uncertainty as to whether individual states would assume responsibility. The one man/one vote decision affecting representation in state governing bodies has significantly shifted the political power to urban areas. Few states have addressed the needs of adult learners, preferring instead to focus state resources on those free to travel or move to locations of state colleges and universities. Conference participants expressed concern for the loss of leadership in extending educational equity to rural adults.

The past decade has witnessed a resurgence of interest in rural problems, but conference participants knowledgeable about federal policy expressed frustration with fragmented efforts. Rural policy has been pursued with little attention given to education. In the words of one conference participant, "Federal rural policy has sought to develop nearly everything but rural people." Educational providers point to the need for a federal policy that integrates rural education into rural development and that encourages rural residents and development professionals alike to view rural problems more holistically.

Constitutionally declared a responsibility of the states, education quite naturally finds itself most affected by state policy. In the wake of decreased federal involvement, conference participants were united in their concern that the states assume responsibility for assuring that educational opportunities equal to those found in urban areas be extended to rural areas. Another concern raised was that state policies must recognize the need for different strategies in addressing the educational needs of the already well-educated as contrasted to those who lack basic skills. State policies that encourage the use of technology and restrict duplication of programs in rural areas result in programs for the well-educated—those familiar with the educational system and aggressive in locating services. Adults who are illiterate or who lack basic skills are more easily reached through softer programs provided locally—community-based efforts, school-based programs, or recreational programs.

Perhaps the most supportive role state policy can play in improving services extended to rural adults is to: (1) engage in reciprocity arrangements with neighboring states and (2) promote inter-institutional cooperation and collaboration. In some rural areas, residents are more isolated from educational resources within their states than from those in adjacent states. Out-of-state tuitions create unnecessary hardships. Reciprocal arrangements, like that between Minnesota and Wisconsin, remove this artificial barrier. Encouraging cooperation (traditionally a rural strength) was cited as yet another way state policy could assist rural education. The range of educational providers active in rural areas reflects the diverse character of rural residents, not inefficiency. Conference participants called for state policies that promote and reward inter-institutional collaboration and cooperation among educational providers rather than elimination of programs under the guise that duplication is occurring.

And what of the institutions themselves? All the above and more! The institutions themselves were so diverse that it is difficult to capture the range of suggestions. In one way or another, all called for institutional policies that reflect a responsibility to support rural development. Some called for higher education to place lifelong learning squarely in the center of its mission. Others called upon land-grant colleges to create reward structures that recognize service to rural communities. Some called on community colleges to, in the words of one participant, "stop being the bottom rung on the academic ladder and return to its mission as top rung on the community ladder." Others called on community education to see itself as more than avocational and recreational programs. All institutions were encouraged to explore collaboration strategies and linkages that could provide a united assault on rural problems.

Models

It's been suggested that innovation occurs in rural areas, where need and flexibility combine to produce real change. This seems nowhere more evident than at a gathering of practitioners in rural adult education. Community education programs preserve and enhance traditional folk art. Business development centers design communication grids, linking small businesses throughout the Midwest in self-help networks. Vocational education programs add entrepreneurial training to their programs, where the adult most likely to succeed is the adult who typically fails in traditional employment. Colleges and universities explore the use of technology in meeting the continuing education needs of rural professionals. Community colleges use mobile dental clinics or pack books by mule to the floor of the Grand Canyon, reaching out to offer the education needed to sustain basic human services. Rural education centers in Alaska offer courses in woodstoves side by side with courses in literature, nurturing the body as well as the mind. The resourcefulness and creativity is unparalleled.

Some generalizations do emerge from the models most successful in meeting rural needs. Successful programs seem to literally grow out of the community itself. The link between purpose and product is tight, responding to a specific need embraced by the community as a whole. Community members take an active role in shaping the programs developed and controlling the outside resources called upon. Community based organizations or rural libraries are often successful because their origins lie deep in the communities they serve. But other providers—colleges, cooperative extension, rural development centers—can also be effective, once they join hands with the community as willing partners in the educational process. The programs most successful are the programs "owned" by the rural community.

A second characteristic found among successful programs is that they respect cultural differences. At the very least, the program recognizes and respects the values and lifestyles of rural people. Southwest State University offers a program in rural studies, where the challenge "know thyself" is extended to understanding what it means to be rural. Tribally chartered community colleges develop programs that acknowledge and respect the Native American world view. In rural communities where many cultures coexist, programs respect—often celebrate—the cultural differences. In the words of one Western Conference participant, "We take the 'tossed salad' approach, where the individual textures and flavors of each ingredient are preserved in the mixture."

Finally, successful programs respect adult autonomy. Programs that address the learner's expectations, that accommodate adult lifestyles and responsibilities, and that share control over content and method with the learners are more likely to be successful. They embrace the belief that adults inherently have the capacity to learn and solve their own problems—they need only the proper resources.

Conference participants shared mixed feelings about the promises of modern technology. A variety of technologies are now in use—computer networks, satellite transmission, low power television, audio-conferencing, electronic blackboards, cable networks, and so forth. Alaska shared its most ambitious undertaking—combining telecommunications and computer technologies to reach even the most remote areas. Wisconsin described its state-wide audio-conference network. Most states are exploring a variety of technologies for delivering services. While these programs are indeed effective in extending educational services to rural adults, conference participants raised a number of concerns about technology as "the rural solution."

The concerns raised include issues related to cost, control, and equity. While the promise of inexpensive technology is ever present, most current technologies demand a substantial investment by either the state or educational institution. The limited economies characteristic of many rural areas make it unlikely that rural residents will be able to afford the services. Others expressed the concern that in some rural/remote areas, the infrastructure needed to support distance delivery systems will never exist. Past experience in other technologies—electricity and telephone service—suggest that rural areas are often the last to share the fruits of technological development.

Deep concerns over issues of values and empowerment were also raised. Some saw the need for face-to-face contact and the social orientation out of which rural people operate as being incompatible with technological delivery mechanisms. Others pointed to the loss of control over content and curriculum, wondering if the services developed and delivered from distant locations would reflect local needs. Most expressed concern that distance-delivery systems would further widen the gap between the under- and well-educated. Those most likely to pursue education via technology are those who are already well educated.

Models that rely upon technology to deliver educational services offer one strategy for serving rural adults—a strategy some participants found worth pursuing. But issues of who is being served and what information is being transmitted are of vital concern to rural residents.

Economic Development

If you ask most rural residents what's on their minds, it's economic survival. If you ask most educational providers what's on their minds, it's how education can help! In urban areas help can take the form of retraining, helping adults gain new skills that better match local employment opportunities. In rural areas, the task is not so simple. As one practitioner put it, "In rural areas we need to help people create jobs, not merely train for them."

Conference participants shared a variety of models, from programs in entrepreneurship to school-based economic enterprises to small business development centers to community-wide efforts at economic development. Some programs focus on individuals, helping them gain new skills or analyze options. Others focus on communities, helping them become proactive rather than reactive to economic change.

In regions where the barriers to economic development have been persistent, more integrated models emerge. Based on the failure of numerous programs that attempted top-down infusion of education among Native Americans, the Seventh Generation Fund has approached economic development on Indian reservation lands from a bottom-up perspective. Using a model of economic development firmly rooted in respect for and stewardship of the land's natural resources, the program encourages Native Americans to approach the economic development of their lands from a community perspective, exploring all members' commitment and belief in planned development.

The Mountain Association for Community Economic Development (MACED) has explored economic development in the more depressed regions of Eastern Kentucky. A critical component of MACED's work has been the realization that education is only part of the solution to economic development. Programs to stimulate the building industry by making more affordable home mortgages available and to stimulate the lumber industry by introducing a marketing venture were successful because they introduced incremental change into the local economy. Education played a role—analyzing the local economy and responding to adult learning needs—but the change itself had to come from agencies other than education.

The severe economic problems faced in rural areas throughout the country point to continued concern with the issue of economic development. Whether it be to empower the individual or to empower the rural community, economic development will remain a priority among rural practitioners.

The Rural Postsecondary Action Agenda

What is the agenda for rural adult postsecondary education? Certainly the agenda varies—among providers, among regions, among learners. Conference participants did find agreement, agreement that can be translated into next steps.

1. **Form partnerships:** Celebrating their differences, the various providers saw value in extending the linkages made at the conferences. Some felt collaboration offered the only real hope in gaining political force on behalf of rural adult learners. Others valued the different perspectives brought to serving the rural adult and felt stronger programs would emerge from their partnerships. All saw cooperation as a strategy for focusing scarce resources on the needs found in rural communities.

2. **Disseminate information:** The publications and conferences have just exposed the tip of the iceberg. Conference participants called for expanded directories of model programs, teleconferences within and between regions, expanded use of ERIC/CRESS, newsletters, and whatever else it took to maintain and expand the network established at the conferences.

3. **Influence policy:** Finding themselves in uncharted territory, conference participants nonetheless faced directly the need to influence policy. Some focused their attention on awareness, citing the need to communicate the serious lack of equity in services extended to rural areas and the national importance of a healthy rural America. Others sought to influence rural policy, calling for a more integrated approach to rural development. Still others focused their efforts on state and institutional policies—the policies they had most directly experienced.

4. **Establish a formal organization:** The need for a more formal structure surfaced again and again. Conference participants called for a formal structure that could bring definition to the field of rural adult postsecondary education, crossing the traditional boundaries and linking the diverse providers found in rural America.

What is the agenda for rural educators? For all, the day to day work in reaching out to rural areas, in extending educational opportunities to rural adults remains paramount. But the problems faced by rural America deepen and the silence becomes ever more frightening. If democracy is real—if people have in their hands the power to shape their destiny—then we must empower rural people. And if our individual efforts are too small, our voices too small—then perhaps the time has come to join forces!

Participating Organizations and Associations

Associations
Association for Community Based Education (ACBE)
National Rural Education Association
American Association of State Colleges and Universities (AASCU)
Rural Coalition
Rural America

Community Based Organizations
University for Man
Onaga Community Hospital
Upton Community Education
Community Resource Program (KDED)
Mountain Women's Exchange
Campbell Folk School
SE Women's Employment Coalition
Gateway Area Development District
Federation of Southern Cooperatives
Jefferson County Adult and Continuing Education

Libraries
Erie County Library
State Libraries, Kentucky

Vocational–Technical Institutes
Eastern Maine Vocational–Technical Institute
Cobleskill Agricultural and Technical College

Federal Departments
Federal Department of Education
Fund for the Improvement of Postsecondary Education

State Departments
Utah Department of Education
Kentucky Department of Education

Commissions
Nebraska Commission on the Status of Women
Commission on Higher Education and the Adult Learner
Western Interstate Commission on Higher Education
National Commission on Continuing Higher Education Leadership

Private Colleges
Wilson College
Marywood College
Sheridan College
Colorado Mountain College
College of Mount St. Joseph on the Ohio
Carson–Newman College
Pikeville College
St. Catharine College
Vanderbilt University
Bethel College

Public School Districts
Crook County School District #1
Weston County School District
Wheatland Schools
Hindman Settlement School

Foundations
Bush Foundation
Northwest Area Foundation
Seventh Generation Fund
W. K. Kellogg Foundation
Southeast Council of Foundations
Lyndhurst Foundation

Centers
BOCES Geneseo Migrant Center
Adult Education Resource Center
Highlander Center
National Center for Research in Vocational Education
Dungannon Development Center
Northern California Indian Development Center
Center for Rural Affairs
Northwest Regional Education Laboratory
Mid-Continent Educational Laboratory (McREL)
Capital University Center
North Central Regional Center
Business Development and Training Center
Goodyear Atomic Corporation

Community Development
Midwest Assistance Program
Rural Community Assistance Corporation
Mountain Association for Community Economic Development (MACED)

Cooperative Extension
Iowa Cooperative Extension
Virginia Polytech Institute Cooperative Extension
Georgia Cooperative Extension
County Extension, Fairfield, Idaho
University of Wisconsin Extension
Iowa State University Cooperative Extension
Cooperative Extension Service, Pennsylvania State University
Idaho Cooperative Extension

Training/Special Institutes
New England Small Farm Institute
Hawkeye Institute of Technology
West Virginia Institute of Technology
Institute for Community Education and Training
National Institute for Work and Learning
The Rensselaerville Institute

Community Colleges
Warren County Community College
Wor-Wic Technical Community College
Sussex County Community College
Mount Aloysius Junior College
Community College of Vermont
Worthington Community College
Rainy River Community College
Southeast Community College
Oglala-Lakota Community College
North Nevada Community College
Mountain Empire Community College
Somerset Community College
Walters State Community College
Blue Ridge Technical College
Rappahannock Community College
University of Kentucky Community College System
Salish-Kootenai Community College
Columbia State Community College
Sinte Gleska College

State Colleges and Universities
Vermont State Colleges
University of Maine at Orono
Kansas State University
University of Pittsburgh
University of Massachusetts
Pennsylvania State University
University of Nebraska-Omaha
South Dakota State University
Lyndon State College
Southeast Missouri State University
University of Wisconsin
International University Consortium
Southwest State University
University of Wyoming
Sioux Falls College
University of Minnesota
University of North Dakota
University of Missouri
Eastern Oregon State College
Utah State University
University of Idaho
Western Wyoming College
Peru State College
Valley City State College
University of Alaska
University of South Dakota
Boise State University
California State University
Eastern Wyoming College
Washington State University
University of Idaho
Montana State University
Heritage College
Lewis-Clark State College
Chadron State College
Oregon State University
University of Kentucky
Morehead State University
Murray State University
Glassboro State College
University of Connecticut
University of Alaska

Individuals
Dick Margolis
Jonathan Sher

National Steering Committee

The Action Agenda for Rural Adult Postsecondary Education is a cooperative project between three divisions of continuing education (University for Man at Kansas State University, Western Montana College, and the University of Minnesota at Morris) and the Western Interstate Commission for Higher Education.

Martha Butt
Vice President
Northwest Area Foundation
West 975
First National Bank Building
St. Paul, Minnesota 55101

Richard Jonsen
Deputy Director
Western Interstate Commission for Higher Education
P.O. Drawer P
Boulder, Colorado 80302

Sue Maes
Executive Director
University for Man
1221 Thurston
Manhattan, Kansas 66502

Roger McCannon
Director, Continuing Education
University of Minnesota–Morris
Morris, Minnesota 56267

Catherine Rolzinski
Program Officer
FIPSE
7th and D Streets, S.W.
Washington, D.C. 20202

Douglas Treadway
President
Western Montana College
Dillon, Montana 59725

Regional Steering Committees

All four conferences were organized with the help of regional steering committees. Sincere thanks go to the individuals listed below for their help in identifying and contacting conference presenters.

Southern Conference

Alice Brown University of Kentucky

Bill Horton Highlander Center

Marie Piekarski University of Kentucky

Sam Quick University of Kentucky

Dawn Ramsey University of Kentucky

Nel Westbrook University of Kentucky

Midwestern Conference

Bob Boyd University of North Dakota

John Houlahan Northwest Regional Library Center, Sioux City, Iowa

Roger Swanson University of Wisconsin–River Falls

Western Conference

Robert Anderson AACJC Commission on Small Rural Community Colleges

Art Eichlin Eastern Montana College

Mary Emery University of Idaho

Doug Treadway Western Montana College

Rex Tueller Utah State University

Margery Walker University of Alaska

Eastern Conference

Tim Donovan Vermont State Colleges System

Jim Killacky University of Maine–Orono

Pam Macbryne University of Maine

Dick Margolis New Haven, Connecticut

Mo Oliver School for Lifelong Learning, Durham, New Hampshire

The Next Step

Regional conference participants were united in their desire to continue the efforts initiated by the four original conferences. The Action Agenda Project has received funding to facilitate the formation of regional centers which could undertake networking and advocacy activities more specific to each region of the country. If you or a representative of your organization wishes to become a part of those efforts, please contact Sue Maes at the following address:

Sue Maes
Action Agenda Project
1221 Thurston
Manhattan, Kansas 66502

Publications

A number of publications have evolved from the project s efforts on behalf of rural adult postsecondary education. The Action Agenda Project is pleased to make these publications available to interested individuals at cost.

Proceedings on the National Invitational Meeting on Rural Postsecondary Education (1981)	$ 1.50
Serving the Rural Adult	
Inventory of Model Programs in Rural Adult Postsecondary Education (1985)	8.00
A Demographic Portrait of Rural Adult Learners (1985)	5.00
Directory of Consultants for Rural Adult Postsecondary Education (1985)	7.00
Private Funding Resources for Rural Adult Postsecondary Education (1985)	7.00
Complete set of above four publications	**25.00**
Proceedings on Serving the Rural Adult: Four Regional Conferences (1985)	2.50

Ship to:

_____

_____

_____

_____

Bill to:

_____

_____

_____

_____

Qty.	Item	Amt.

Total: _____

Send your check or institutional purchase order to:

Jacqueline D. Spears
Action Agenda Project
1221 Thurston Street
Manhattan, Kansas 66502

KSU
KANSAS
STATE
UNIVERSITY